



Discovery School of Lancaster

302 W. Dunlap Street
Lancaster, SC 29720

Grades	K-5 Elementary School	
Enrollment	108 Students	
Principal	Thomas H. McDuffie	803-285-8430
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	Average	At-Risk
2007	Good	Average
2006	Excellent	Excellent
2005	Excellent	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

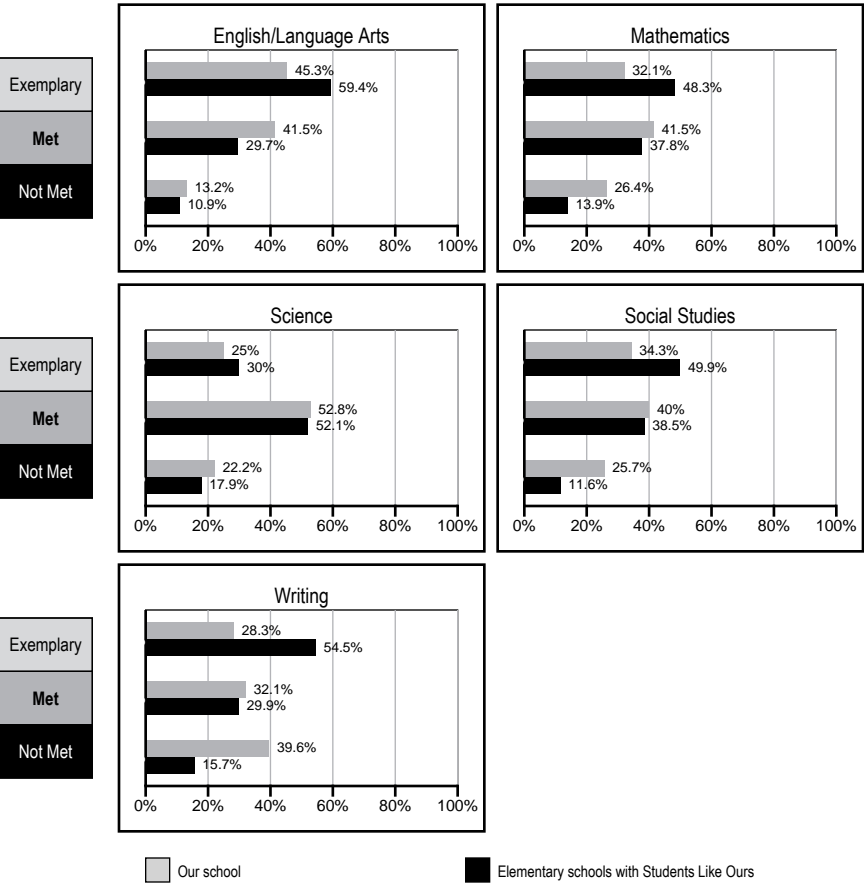
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	1	2	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=108)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.9%	1.1%	1.9%
Attendance rate	97.1%	Down from 97.4%	96.6%	96.3%
Eligible for gifted and talented	20.4%	Down from 25.9%	26.9%	10.0%
With disabilities other than speech	5.6%	Up from 3.7%	6.3%	7.7%
Older than usual for grade	0.0%	No Change	0.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=10)				
Teachers with advanced degrees	30.0%	Down from 33.3%	65.2%	59.4%
Continuing contract teachers	10.0%	Down from 44.4%	80.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	54.7%	Down from 64.2%	87.5%	85.9%
Teacher attendance rate	96.0%	No Change	94.8%	95.1%
Average teacher salary*	\$44,660	Down 4.5%	\$48,221	\$47,149
Professional development days/teacher	10.5 days	Up from 5.8 days	10.7 days	11.1 days
School				
Principal's years at school	9.0	Up from 8.0	6.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 18.0 to 1	19.8 to 1	18.8 to 1
Prime instructional time	90.0%	Up from 89.8%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,059	Up 22.2%	\$6,914	\$7,458
Percent of expenditures for instruction**	76.3%	Down from 82.5%	74.1%	68.8%
Percent of expenditures for teacher salaries**	59.7%	Down from 68.4%	68.8%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

School year 2008-09 was a year of focus at Discovery School. This included focus on our mission and vision, focus on our students, focus on current educational research, focus on professional development, and focus on both state and national perspectives related to education. Our core mission, to educate children using multiple intelligences theory and practice, remained constant throughout the school year. Visitors to our classrooms saw clear evidence that we value nature, music, art and spatial relationships, movement, and interpersonal and intrapersonal skills as well as logical-mathematical skills, and verbal-linguistic intelligence. Examples of research-based strategies were clearly evident throughout the year: brainstorming and discussion; drawing and other forms of artwork; field trips; games to reinforce skills and concepts; use of Thinking Maps across the curriculum; humor and celebration; manipulatives and models; metaphors, analogies, and similes; mnemonic devices; movement; music, rhythm, rhyme, and rap; project- and problem-based instruction; reciprocal teaching, cooperative learning and peer coaching; role-plays, drama, pantomimes, and charades; storytelling; technology integration; visualization; use of visual aides; service learning and action research; and emphasis on writing and reflection in all content areas. Our students remain at the center of all instructional planning. Their strengths and areas to be strengthened are the focal points of the Personal Education Plans that are formulated for each student at our school. Identifying areas of interest and strength and differentiating curriculum for our students are key elements in the Renzulli Learning System that is available at school and at home for all of our students. Three student-led conferences are required each year for each student. Professional development opportunities for teachers are comprehensive and are based on the teachings of notable educational theorists and practitioners including the following: Howard Gardner, Marcia Tate, Joyce Van Tassel-Baska, Patricia Cunningham, Shelagh Gallagher, and Joseph Renzulli. Maintaining the mission and vision of Discovery School has been bolstered by new leadership at the national level. Our president, Barack Obama, stated in a speech in March of 2009 that the focus of education should be on "standards and assessments that don't simply measure whether students can fill in a bubble on a test, but whether they possess 21st century skills like problem-solving and critical thinking, entrepreneurship and creativity." This sentiment has clearly been at the heart of Discovery School's mission and vision for nearly a decade. We remain committed to maintaining high standards for all Discovery School students and to implementing research-based strategies that challenge and enrich the cognitive and affective realms of our students' lives. Tom McDuffie, Site Manager; Chris Nunnery & Betsy Gardner, SIC Co-Chairs

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	7	17	11
Percent satisfied with learning environment	100.0%	88.2%	100.0%
Percent satisfied with social and physical environment	100.0%	82.4%	100.0%
Percent satisfied with school-home relations	100.0%	94.1%	100.0%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 5 out of 5 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	53	100	13.2	41.5	45.3	92.5	80.8	82.8	Yes	Yes
Gender										
Male	22	100	18.2	36.4	45.5	86.4	75.9	79.3	N/A	N/A
Female	31	100	9.7	45.2	45.2	96.8	86.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	39	100	7.7	35.9	56.4	97.4	85	89.5	I/S	I/S
African American	14	100	28.6	57.1	14.3	78.6	71.6	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	82.5	I/S	I/S
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	39.4	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	74.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	1	I/S	I/S	I/S	I/S	I/S	72.6	75.5	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	53	100	26.4	41.5	32.1	81.1	79.8	78.9	Yes	Yes
Gender										
Male	22	100	31.8	45.5	22.7	81.8	76.6	77	N/A	N/A
Female	31	100	22.6	38.7	38.7	80.6	83.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	39	100	17.9	43.6	38.5	89.7	85.6	87.2	I/S	I/S
African American	14	100	50	35.7	14.3	57.1	66.7	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.9	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	79.5	I/S	I/S
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	44	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	74.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	1	I/S	I/S	I/S	I/S	I/S	71.2	70.2	I/S	I/S

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	36	100	22.2	52.8	25	77.8	64.3	67.5
Gender								
Male	14	100	28.6	42.9	28.6	71.4	64.5	67
Female	22	100	18.2	59.1	22.7	81.8	64.2	68
Racial/Ethnic Group								
White	26	100	3.8	65.4	30.8	96.2	71.1	79.5
African American	10	I/S	I/S	I/S	I/S	I/S	48.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	64.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	32.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60	59.6
Socio-Economic Status								
Subsided meals	1	I/S	I/S	I/S	I/S	I/S	51.5	55.1

Social Studies

All Students	35	100	25.7	40	34.3	74.3	68.8	72.3
Gender								
Male	13	100	23.1	46.2	30.8	76.9	67.2	71.5
Female	22	100	27.3	36.4	36.4	72.7	70.5	73.2
Racial/Ethnic Group								
White	27	100	25.9	29.6	44.4	74.1	73.7	80.7
African American	8	I/S	I/S	I/S	I/S	I/S	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80.8	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2
Disability Status								
Disabled	4	I/S	I/S	I/S	I/S	I/S	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	59.5	67.9
Socio-Economic Status								
Subsided meals	N/A	N/AV	N/A	N/A	N/A	N/A	59.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	53	100	39.6	32.1	28.3	60.4	67.7	70.2	97.1	96
Gender										
Male	22	100	68.2	27.3	4.5	31.8	59.6	63.2	97.2	95.8
Female	31	100	19.4	35.5	45.2	80.6	76.4	77.5	97	96.1
Racial/Ethnic Group										
White	39	100	38.5	30.8	30.8	61.5	73.2	79.1	97.1	95.7
African American	14	100	42.9	35.7	21.4	57.1	55.2	57.6	97.2	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	86.2	N/A	97.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.8	62.6	96.7	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	68.7	N/A	95.3
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	21.7	26.1	96.7	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	55.9	61.2	96.1	96.5
Socio-Economic Status										
Subsidized meals	1	I/S	I/S	I/S	I/S	I/S	56.9	58.9	96.7	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	17	100	17.6	47.1	35.3	82.4
	4	18	100	5.6	38.9	55.6	94.4
	5	18	100	16.7	38.9	44.4	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	17	100	52.9	17.6	29.4	47.1
	4	18	100	11.1	44.4	44.4	88.9
	5	18	100	16.7	61.1	22.2	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	9	I/S	I/S	I/S	I/S	I/S
	4	18	100	11.1	61.1	27.8	88.9
	5	9	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	8	I/S	I/S	I/S	I/S	I/S
	4	18	100	5.6	44.4	50	94.4
	5	9	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	17	100	35.3	35.3	29.4	64.7
	4	18	100	16.7	38.9	44.4	83.3
	5	18	100	66.7	22.2	11.1	33.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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